Florida Adult Basic Education Reading Language Arts Standards Matrix

The Reasoning Through Language Arts standards are separated into four strands, as shown. The table below illustrates the nomenclature used to indicate strands, standards, and benchmarks.

The wording in the chart represents a shorthand for each benchmark. For the full text of each benchmark, please review the Adult Education Curriculum Frameworks.

Legend	Subject	NRS Level	Strand	Standard	Benchmark
	RLA	L2	R	2	2
	RLA.L2.R.2.2 Identify the central idea and explain how relevant details support that idea.				

		NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
Reading	**Reading Informational Text**						
	Structure R.2.1	RLA.L1.R.2.1 Use text features to predict and confirm the topic as well as demonstrate understanding.	RLA.L2.R.2.1 Explain how text features contribute to meaning.	RLA.L3.R.2.1 Explain how text features contribute to the overall meaning.	RLA.L4.R.2.1 Analyze how individual text sections and/or features convey a purpose and/or meaning.	RLA.L5.R.2.1 Analyze the impact of multiple text structures and the use of features in text(s) to convey purpose and/or meaning.	RLA.L6.R.2.1 Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective.
			RLA.L2.R.2.1 Identify the text structures of chronology, comparison, and cause/effect.	RLA.L3.R.2.1 Identify the text structures of problem/solution, sequence, and description.			
	Central Idea R.2.2	RLA.L1.R.2.2 Identify the topic and relevant details.	RLA.L2.R.2.2 Explain the central idea and explain how relevant details support that idea.	RLA.L3.R.2.2 Explain how relevant details support the central idea(s), implied or explicit.	RLA.L4.R.2.2 Analyze two or more central ideas, implied or explicit, and their development.	RLA.L5.R.2.2 Analyze the central idea(s), implied or explicit, and their development (historical American speeches and essays as well as those from the Classical Period).	RLA.L6.R.2.2 Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
	Purpose and Perspective R.2.3		RLA.L2.R.2.3 Explain an author's purpose and its development.	RLA.L3.R.2.3 Analyze author's purpose, including multiple accounts of the same event or topic.	RLA.L4.R.2.3 Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.	RLA.L5.R.2.3 Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language (historical American speeches and essays as well as those from the Classical Period).	RLA.L6.R.2.3 Evaluate an author's choices in establishing and achieving purpose(s).
	Argument R.2.4	RLA.L1.R.2.4 Identify and explain an author's opinion(s) and supporting evidence.	RLA.L2.R.2.4 Identify and explain an author's claim and the reasons and evidence.	RLA.L3.R.2.4 Track the development of an argument.	RLA.L4.R.2.4 Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	RLA.L5.R.2.4 Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	RLA.L6.R.2.4 Compare the development of multiple arguments on the same topic or in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
	Connecting Ideas R.2.5	RLA.L1.R.2.5 Describe the connection between two individuals, events, ideas, or pieces of information.	RLA.L2.R.2.5 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RLA.L3.R.2.5 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.	RLA.L4.R.2.5 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	RLA.L5.R.2.5 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RLA.L6.R.2.5 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	Reading Across Genres						
	Interpreting Figurative Language R.3.1	RLA.L1.R.3.1 Identify and explain descriptive words and phrases.	RLA.L2.R.3.1 Identify and explain similes, idioms, alliteration, metaphors, personification, and hyperbole.	RLA.L3.R.3.1 Analyze and explain how figurative language contributes to meaning.	RLA.L4.R.3.1 Analyze how figurative language contributes to tone and meaning.	RLA.L5.R.3.1 Analyze how figurative language creates mood and tone in text(s).	RLA.L6.R.3.1 Analyze and evaluate the author's use of figurative language to create mood and tone in text(s).
					RLA.L4.R.3.1 Explain examples of allusions and symbolism.		
	Paraphrasing and Summarizing R.3.2	RLA.L1.R.3.2 Retell a text in oral or written form to enhance comprehension.	RLA.L2.R.3.2 Retell a text to enhance comprehension.	RLA.L3.R.3.2 Summarize a text to enhance comprehension.	RLA.L4.R.3.2 Summarize a text to enhance comprehension.	RLA.L5.R.3.2 Summarize a text to enhance comprehension.	RLA.L6.R.3.2 Summarize a text to enhance comprehension.
					RLA.L4.R.3.2 Paraphrase content from grade-level texts.	RLA.L5.R.3.2 Paraphrase content from grade-level texts.	RLA.L6.R.3.2 Paraphrase content from grade-level texts.
	Comparative Reading R.3.3	RLA.L1.R.3.3 Compare and contrast two texts on the same topic.	RLA.L2.R.3.3 Compare and contrast how two authors (including from different time periods) present information on the same topic or theme.	RLA.L3.R.3.3 Compare and contrast primary and secondary sources related to the same topic or event.	RLA.L4.R.3.3 Compare and contrast how authors with differing perspectives address the same or related topics or themes.	RLA.L5.R.3.3 Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	RLA.L6.R.3.3 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical significance, including how they address related concepts.
	Understanding Rhetoric R.3.4				RLA.L4.R.3.4 Identify rhetorical appeals and explain how an author uses rhetorical devices to support or advance an appeal.	RLA.L5.R.3.4 Analyze an author's use of rhetoric in a text.	RLA.L6.R.3.4 Evaluate rhetorical choices across multiple texts.
	Communicating Through Writing						
	Handwriting C.1.1	RLA.L1.C.1.1 Print all upper- and lowercase letters legibly.	RLA.L2.C.1.1 Write in cursive all upper- and lowercase letters, including fluently joining letters to create words.	RLA.L3.C.1.1 Demonstrate fluent and legible cursive writing skills.			
	Narrative Writing C.1.2	RLA.L1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	RLA.L2.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.	RLA.L3.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.	RLA.L4.C.1.2 Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language, and a clearly established point of view.	RLA.L5.C.1.2 Write narratives using narrative techniques, varied transitions, and a clearly established point of view.	RLA.L6.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
	Argumentative Writing C.1.3	RLA.L1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	RLA.L2.C.1.3 Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	RLA.L3.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.	RLA.L4.C.1.3 Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure with varied transitions.	RLA.L5.C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.	RLA.L6.C.1.3 Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
	Expository Writing C.1.4	RLA.L1.C.1.4 Write expository texts, using a source, providing facts and a sense of closure.	RLA.L2.C.1.4 Write expository texts, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	RLA.L3.C.1.4 Write expository texts using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary, and a conclusion.	RLA.L4.C.1.4 Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion.	RLA.L5.C.1.4 Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.	RLA.L6.C.1.4 Write expository texts to explain and analyze information from multiple sources, demonstrating a thorough understanding of the subject and using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.

Communication	**Improving Writing C.1.5**	RLA.L1.C.1.5 Improve writing, as needed, by planning, revising, and editing.	RLA.L2.C.1.5 Improve writing as needed by planning, revising, and editing.	RLA.L3.C.1.5 Improve writing by planning, revising, and editing.	RLA.L4.C.1.5 Improve writing by planning, editing, and revising for clarity, cohesiveness, purpose, and audience.	RLA.L5.C.1.5 Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising for clarity, cohesiveness, purpose, and audience.	RLA.L6.C.1.5 Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance purpose, clarity, structure, and style.
	Communicating Orally						
	Oral Presentation C.2.1	RLA.L1.C.2.1 Present information orally using complete sentences and appropriate volume.	RLA.L2.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	RLA.L3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	RLA.L4.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	RLA.L5.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, with substance and style that are appropriate to purpose, audience, and task.	RLA.L6.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate, with substance and style that are appropriate to purpose, audience, and task.
	Following Conventions						
	Conventions C.3.1	RLA.L1.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	RLA.L2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	RLA.L3.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	RLA.L4.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	RLA.L5.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	RLA.L6.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
	Researching						
	Researching and Using Information C.4.1	RLA.L1.C.4.1 Recall information or participate in research to gather information to answer a question.	RLA.L2.C.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.	RLA.L3.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.	RLA.L4.C.4.1 Conduct research to answer a question, drawing on multiple sources, refocusing the inquiry, and generating additional questions for further research.	RLA.L5.C.4.1 Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.	RLA.L6.C.4.1 Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
	Creating and Collaborating						
	Multimedia C.5.1	RLA.L1.C.5.1 Use a multimedia element.	RLA.L2.C.5.1 Use two or more multimedia elements.	RLA.L3.C.5.1 Arrange multimedia elements to create emphasis and/or clarity.	RLA.L4.C.5.1 Integrate diverse digital media to enhance audience engagement, build cohesion, and emphasize the relevance of a topic or idea.	RLA.L5.C.5.1 Create digital presentations with coherent ideas and a clear perspective, to improve understanding of findings, reasoning, and evidence.	RLA.L6.C.5.1 Design and evaluate digital presentations for effectiveness.
	Technology in Communication C.5.2	RLA.L1.C.5.2 Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers.	RLA.L2.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	RLA.L3.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	RLA.L4.C.5.2 Use a variety of digital tools to produce and collaborate with others to produce writing.	RLA.L5.C.5.2 Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.	RLA.L6.C.5.2 Create, publish, and share multimedia texts, tailored to a specific audience, through a variety of digital formats.
Vocabulary	**Finding Meaning**						
	Academic Vocabulary V.1.1	RLA.L1.V.1.1 Use grade-level academic vocabulary.	RLA.L2.V.1.1 Use grade-level academic vocabulary.	RLA.L3.V.1.1 Use grade-level academic vocabulary.	RLA.L4.V.1.1 Integrate academic vocabulary appropriate to grade level.	RLA.L5.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.	RLA.L6.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Morphology V.1.2	RLA.L1.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words.	RLA.L2.V.1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words.	RLA.L3.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	RLA.L4.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases.	RLA.L5.V.1.2 Apply knowledge of etymology and derivations to determine meanings of words and phrases.	RLA.L6.V.1.2 Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases.
	Context and Connotation V.1.3	RLA.L1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	RLA.L2.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases.	RLA.L3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases.	RLA.L4.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.	RLA.L5.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.	RLA.L6.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.
Foundations	**Learning and Applying Foundational Reading Skills**						
	Print Concepts F.1.1	RLA.L1.F.1.1 Demonstrate knowledge of the basic concepts of print.					
	Phonological Awareness F.1.2	RLA.L1.F.1.2 Demonstrate phonological awareness.					
	Phonics and Word Analysis F.1.3	RLA.L1.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	RLA.L2.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	RLA.L3.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	RLA.L4.F.1.3 Know and apply phonics and word analysis skills in decoding and encoding words.	RLA.L5.F.1.3 Know and apply phonics and word analysis skills in decoding and encoding words.	RLA.L6.F.1.3 Know and apply phonics and word analysis skills in decoding and encoding words.
	Fluency F.1.4	RLA.L1.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression, including sight words.	RLA.L2.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.	RLA.L3.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.	RLA.L4.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.	RLA.L5.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.	RLA.L6.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.